

Actually, the translation of idioms into another language word for word is a quite hard process. Otherwise, they lose their semantic meaning. For instance, if we translate the idiom “all eyes and ears” into Uzbek word by word, it means “ko‘z-quloq bo‘lmoq”. Here, there is no the word “all” in Uzbek equivalence, as well as we cannot find the word “to be”. The Uzbek translation of the idiom “smile from ear to ear” is “og‘zi qulog‘iga yetmoq”, where the meaning is preserved despite the fact that the use of words differs slightly.

However, in the English language, there are some phraseological units which do not have their equivalents with the same component. But, the Uzbek language offers other idioms with different components and they can give the same meaning with those English ones.

The Uzbek version of the idiom “coming out of one’s ears” sounds like “boshidan oshiq”, which is not word for word equivalence, but the meaning is saved despite the different offer.

But there are the cases of idiom translations, where there is no way or almost impossible to give direct transfer of the meaning, just have to explain with definitions in a target language. For example, “under the weather” means “to feel ill”, that’s why we cannot translate word for word or give equivalence, because in translating language there might not be such notion. Consequently, we simply interpret it with short explanation as “mazasi yo‘q bo‘lmoq”. The idiom “once in a blue

moon” is translated as “tuyaning dumi yerga tekkanda”, which means “rarely or never”. In this translation, we use different notions that are not connected, but the final result coincides.

All in all, it is said that phraseological units are tremendously vital parts of linguistics in any language. Furthermore, the usage of idioms is so corporate in the pitch of interpretation since it has more profits for translators and interpreters. Nonetheless, while translating them from one language into another, they should be careful about their meaning and pay attention to find the most suitable equivalent of these idioms instead of translating them word for word.

In addition to being an essential component of culture, language also serves as a cultural carrier. Language is always advantageous in the transmission of culture. Culture influences language, and language influences culture. Language represents the features of a country, which includes not only its cultural background and history but also its citizens’ ideas, way of life, and way of thinking. Idiomatic phrases have significant cultural meanings. They have historical roots, depict the psyche of many ethnicities, and allude to certain way of life practices. Their organization is both random and intentional. Nevertheless, not all idiomatic phrases can be traced back to their roots; some have not been confirmed, while others might be very difficult to comprehend in terms of their origins owing to linguistic and cultural barriers.

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Dilafruz UMAROVA,

Chirchik State Pedagogical University, a teacher

THE ROLE OF PRAGMATIC MEANING IN TEACHING ENGLISH

There are numerous reasons for why we want to include pragmatics in our curriculum. Pragmatics gives students the opportunity to listen to language in context rather than in bits and pieces. Teaching some pragmatic concepts introduces new vocabularies within a rich network of associations. Similarly, pragmatics and linguistics can have a significant impact on people’s knowledge constructions. Pragmatics assists us in making sense of our surroundings. It has recently been elevated in academic research as well. Pragmatics also has the ability to reach deep within us into areas that

regular teaching may not visit, thus validating the language classroom for reasons other than first language learning.

Our students tell and demonstrate that they have changed their beliefs, attitudes, and behaviours as a result of hearing our illustrations and interpretations. Language learning becomes an enriching experience for students as a result of this profound impact. Pragmatics determines what to teach and which syllabus to use. It also directs teaching, and teaching experiences serve as practical material for pragmatics research. However,

this paper provides a thorough discussion of pragmatic context, referential uses of language, and cultural pragmatics, all of which are crucial in the study of pragmatics and foreign language teaching.

Teaching pragmatics can increase pragmatic awareness, which leads to certain benefits and helps to avoid pragmatic mistakes, reducing the number of embarrassing situations; make students feel more certain; help them better understand the connotative messages in each situation, and make correct assumptions. According to Richard and Schmidt (1984: 77), in order to teach learners to truly understand what foreign language speakers mean, an explanatory perspective must be integrated into the teaching of foreign language pragmatics.

The teacher will cover a wide range of vocabulary when teaching comprehension. He/she will face pragmatic difficulty while teaching some vocabularies, which will undoubtedly affect students' understanding. As an example:

1. *This book is /red/. (spoken)*
2. *He has a hard will. (written)*

The above two examples include the pragmatic impact, because in the first, if the teacher said (orally) "This book is /red/", the students might misunderstand due to the multiple meanings of the word "red". As a result, the first meaning is: *someone reads this book*. And the second meaning is that *this book is red*. Thus, in order to fully comprehend this example, it should be placed in a specific situation to clarify the meaning of "red", whether it is "red" or "read".

Furthermore, when it comes to grammar, students will experience some confusion due to pragmatics. They must, however, specify whether this example is in passive or active voice. As a result, if it is an active, the word "red" refers to the colour red (as an adjective). If the sentence is passive, the word "red" refers to the past participle of read (as a verb). In the meantime, the second example is "has a strong will". The teaching of the words "hard" and "will" confuses students because they have multiple meanings, that is:

1. *He has an order to be roughly recommended.*
2. *He has a strong desire.*

During homework correction, the teacher informs his or her students that he or she does not have a pen. That is, the teacher requires a pen to correct the homework. The pragmatic knowledge has been understood by the student as a result of this situation. "Give me a pen to correct your homework", the student interprets the teacher's words. As a result, the teacher should create an appropriate situation to demonstrate the closest meaning of the vocabularies or structures used.

Furthermore, foreign language learners face a number of pragmatic challenges, including:

The pragmatic knowledge must be obtained independently.

The implications of pragmatic differences are typically interpreted on a social or personal level rather than as a result of language learning.

Making pragmatic errors may result in a variety of unpleasant consequences.

Such errors may impede effective communication between speakers.

They may even make the speaker appear rude or uninterested in social interactions.

Adopting pragmatic context is one of the goals of foreign language teaching.

Pragmatic knowledge is in high demand.

Pragmatic knowledge will assist learners in understanding why native speakers use specific structures in various speech situations.

According to Leech (1983:13-4), pragmatics is a study of meaning and the way to relate that speech with any provided situations, as well as an aspect to make a speech in a situation, and it further paves a path to determine a core principle that whether it deals with semantic or pragmatic phenomenon. The more important aspects of pragmatics have indicated that it is the study of meaning that is related to the situation of speech making. Within pragmatics, the following five critical aspects are primarily focused:

- a) Addressees or addressers (hearer and speaker);
- b) An utterance in context, Leech agreed to say the involvement of relevant utterance in social and physical setting, however, he did emphasize more on the background knowledge that is related to the context;
- c) Leech defines the goals of an utterance as well as the meaning of intention towards uttering it;
- d) The utterance is a form of activity or an act, within pragmatics, the verbal utterance can also be performed like acts to parch needs of a particular situation;
- e) The utterance that is in a form of enclosed verbal acts does tends to identify for sentence or token tagging that in their real sense are not the sentences, but similarly can be the piece of language that classify as short and long single sentence.

Teaching pragmatics in English language classroom for avoiding

miscommunication caused by cultural difference. In other words, the teaching and

learning of pragmatics would release the difficulties of communication for students.

Also, teaching pragmatics will raise student' pragmatic awareness and give them

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We do not live in an English-speaking environment as teachers. As a result, we must use every lesson (grammar, conversation, listening, or reading) to increase students' pragmatic awareness. Teachers

should thoroughly select the reading text prior to the reading class, which is a difficult task due to the limited range of books available in our libraries.

Finally, the classroom is an ideal setting for learners to be assisted in interpreting language use. Instruction can help students understand when and why certain linguistic practices occur.

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Eldorbek KHAMITOV,

Chirchik State Pedagogical University, a teacher

NEWSPAPER AND MAGAZINE HEADLINES

Early in the history of the British press, around the middle of the 17th century, ads began to appear. So, they have been around as long as newspapers. Like short news stories, the point of ads and announcements is to tell the reader something. The media are an essential part of modern life. Because of how important their job is, the media often refer to them as the "fourth estate." The press is one of the oldest ways that people get news. It is independent and has the potential to act as a separate force. The press is an important part of the country's cultural and political life. It helps people understand what is going on around them.

The headline is an important part of any newspaper. A good headline makes a magazine or newspaper much more competitive. In the news, the most important part is the headline. It is the first thing the reader pays attention to. So, the image of a newspaper or magazine depends a lot on the nature and design of the headings, as well as the effect a particular publication has on the reader: a meaningful article with a bad heading does not get noticed, but a mediocre article with a catchy title can get a lot of attention. So, the title makes sense as the first part of a text post.

Translation of newspaper headlines is a very in-

teresting subject [1]. The way the press in the UK has grown and changed has had a big effect on how newspaper headlines are written, making it hard to translate them into other languages. It is not enough to know the theory of translation to be able to understand and translate English newspaper headlines correctly. In order to translate newspaper headlines correctly and effectively, it is important to point out their features and any problems that might come up.

The headline is the name of a news story or article in a newspaper or magazine. The main purpose of a headline is to quickly tell the reader what the rest of the news is about. Sometimes headlines give an opinion, which means they show how the reporters or the paper feels about the facts they are reporting. English headlines are short and catchy. They sum up the main point of a news story in a few words that grab your attention. Editing the day's news proves that a well-written headline tells a story, or at least enough of one to get the reader interested or satisfy their curiosity [2]. Most English and American newspapers and magazines have headlines that try to get your attention. The way headlines are written changes from one edition to the next. In many newspapers, there is usually only one